

**IDAHO CONTENT STANDARDS
KINDERGARTEN
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate continuous progress and develop the ability to control the use of motor patterns in most fundamental patterns (e.g., running, skipping, galloping, chasing, fleeing, dodging, throwing, kicking, striking and basic movement skills including body awareness, space, effort, relationships with objects and others, and rhythmic patterns).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- K.PE.1.1.1 Demonstrate progress toward the mature form of selected locomotor, non-locomotor and manipulative patterns.
- K.PE.1.1.2 Identify movements using concepts of body and space awareness, effort, and relationships, (directionality, kinesthetic and temporal awareness).

Standard 2: Movement Knowledge

Students identify basic cognitive concepts, and use them to guide performance in physical activities (e.g., games, body management and dance).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Kindergarten, students will be able to:

- K.PE.2.1.1 Identify vocabulary of basic movement concepts.
- K.PE.2.1.2 Identify fundamental movement patterns.
- K.PE.2.1.3 Identify simple biomechanical principles.

Standard 3: Physically Active Lifestyle

Students develop positive attitudes toward participation in physical activity, and create awareness of how physical activity improves health and brings a challenge of experiencing new movements and learning new skills.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Kindergarten, students will be able to:

- K.PE.3.1.1 Participate daily in moderate to vigorous physical activity. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)
- K.PE.3.1.2 Explore and participate in health enhancing physical activities.
- K.PE.3.1.3 Express feelings about participation in physical activity.

Standard 4: Personal Fitness

Students sustain physical activity for short periods of time for enjoyment. They recognize physiological characteristics associated with vigorous physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Kindergarten, students will be able to:

- K.PE.4.1.1 Participate and sustain a moderate or vigorous level of activity.
- K.PE.4.1.2 Identify the physiological signs associated with physical activity.
- K.PE.4.1.3 Identify other activities that increase heart rate.

Standard 5: Personal and Social Responsibility

Students learn and utilize acceptable behaviors and safe practices while cooperating with others (e.g., taking turns, sharing equipment and space).

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Kindergarten, students will be able to:

- K.PE.5.1.1 Apply teachers' rules, procedures and safe practices with teacher reinforcement.
- K.PE.5.1.2 Share space and equipment with others.
- K.PE.5.1.3 Cooperate with others.

**IDAHO CONTENT STANDARDS
GRADE 1-2
PHYSICAL EDUCATION**

Standard 1: Skilled Movement

Students demonstrate mature patterns in skipping, hopping, galloping and sliding; mature motor patterns in simple combinations (e.g., running while dribbling, throwing and catching to self or a moving target); adapt to the movements of a partner (e.g., tossing a ball to a moving partner); demonstrate body management in balance and rhythmic activities.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Grade 2, students will be able to:

- 1-2.PE.1.1.1 Demonstrate and identify mature forms of a variety of locomotor, non-locomotor and manipulative patterns with control.
- 1-2.PE.1.1.2 Demonstrate movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 1-2.PE.1.1.3 Demonstrates a combination of movements.

Standard 2: Movement Knowledge

Students identify critical elements of fundamental skills and make use of them in performance. Students identify and perform movement concepts (e.g., space, effort and relationships that vary the quality of movement).

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Grade 2, students will be able to:

- 1-2.PE.2.1.1 Identify basic movement concepts that vary the performance of movement.
- 1-2.PE.2.1.2 Improve performance by varying quality of movement.

Standard 3: Physically Active Lifestyle

Students continue to develop and express positive attitudes toward regular daily physical activity and its effects on health. Students begin to identify activities with components of health related fitness and explore new activities.

Goal 3.1: Participate in daily physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Grade 2, students will be able to:

- 1-2.PE.3.1.1 Participate daily in moderate to vigorous physical activity during and outside of class. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)
- 1-2.PE.3.1.2 Explore and participate in health enhancing physical activities.

- 1-2.PE.3.1.3 Express feelings about participation during physical activity.
- 1-2.PE.3.1.4 Define one activity associated with each component of health-related fitness.

Standard 4: Personal Fitness

Students are expected to sustain moderate to vigorous physical activity for longer periods of time. Students are introduced to the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and the physiological signs associated with physical activity.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Grade 2, students will be able to:

- 1-2.PE.4.1.1 Participate and sustain moderate or vigorous activity.
- 1-2.PE.4.1.2 Identify the physiological signs associated with physical activity.
- 1-2.PE.4.1.3 Know the components of health-related fitness.

Standard 5: Personal and Social Responsibility

Students know safe practices, class rules and procedures, and apply them with reminders. Students voluntarily cooperate with a partner and in small groups regardless of differences (e.g., gender, ethnicity, ability) and begin to resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Grade 2, students will be able to:

- 1-2.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 1-2.PE.5.1.2 Work cooperatively with a partner to complete tasks.
- 1-2.PE.5.1.3 Exhibit self-control in movement.
- 1-2.PE.5.1.4 Recognize and support differences.

**IDAHO CONTENT STANDARDS
GRADE 3-4
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate refined fundamental patterns in throwing, catching and striking. Students demonstrate a combination of movement patterns in increasingly dynamic and complex environments (e.g., performing a gymnastic or dance sequence with partner) and demonstrate specialized skills with a partner and/or object (e.g., soccer passing, fielding a softball, orienteering with map and compass).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Grade 4, students will be able to:

- 3-4.PE.1.1.1 Demonstrate refined fundamental patterns.
- 3-4.PE.1.1.2 Demonstrate and identify movements using concepts of effort, relationships, and body and space awareness (directionality, kinesthetic and temporal).
- 3-4.PE.1.1.3 Demonstrate skillful combinations of movements in complex environments.
- 3-4.PE.1.1.4 Demonstrate some specialized skills.

Standard 2: Movement Knowledge

Students use critical elements to refine motor performance in increasingly complex movement situations. Students identify and apply concepts that impact the quality of movement.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Grade 4, students will be able to:

- 3-4.PE.2.1.1 Apply critical elements to improve performance of movement in single and complex movement situations.
- 3-4.PE.2.1.2 Use critical elements to improve others' performance of movement.
- 3-4.PE.2.1.3 Identify and understand that appropriate practice improves performance.

Standard 3: Physically Active Lifestyle

Students make a conscious effort to participate regularly in daily physical activity in and out of class for the purpose of improving skill and health. Students identify the benefits and personal pleasure that come from these activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Grade 4, students will be able to:

- 3-4.PE.3.1.1 Choose to participate daily in physical activities for the purpose of improving skill and health. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)
- 3-4.PE.3.1.2 Identify moderate to vigorous activities that provide personal/social pleasure, self-expression and challenge.
- 3-4.PE.3.1.3 Identify activities that you can participate in associated with each component of health related activities.

Standard 4: Personal Fitness

Students sustain moderate to vigorous physical activity for the improvement of each health related fitness component. Students begin to interpret results and set and achieve goals for individual improvement.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Grade 4, students will be able to:

- 3-4.PE.4.1.1 Identify and engage in several activities related to improving each component of physical fitness.
- 3-4.PE.4.1.2 Associate results of fitness testing to personal health status and ability to perform various activities.
- 3-4.PE.4.1.3 Set and achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students recognize safe practices, class rules, and procedures and apply them with little or no reminders. Students cooperate (with few reminders) with a partner or in small groups, regardless of individual differences (e.g., gender, ethnicity, ability) and begin to appreciate and recognize the value of the differences that others bring to physical activity settings. Students resolve conflicts using teacher-directed strategies.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Grade 4, students will be able to:

- 3-4.PE.5.1.1 Apply teacher rules, procedures and safe practices with little or no reinforcement.
- 3-4.PE.5.1.2 Work independently and on task for short periods of time.
- 3-4.PE.5.1.3 Work cooperatively in a small group to complete tasks.
- 3-4.PE.5.1.4 Recognize and support differences in self and others.
- 3-4.PE.5.1.5 Participate in games, activities and dances from other cultures.
- 3-4.PE.5.1.6 Demonstrate appropriate problem solving strategies.

**IDAHO CONTENT STANDARDS
GRADE 5-6
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate the use of skills in more complex performance situations (e.g., modified versions of team and individual sports, dance and gymnastic sequences). Students use specialized skills in selected sports, outdoor recreation, dance and gymnastic activities (e.g., ultimate frisbee, three-on-three basketball, in-line skating).

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Grade 6, students will be able to:

- 5-6.PE.1.1.1 Demonstrate mature form in all locomotor patterns, non-locomotor and basic manipulative patterns.
- 5-6.PE.1.1.2 Demonstrate a variety of skills in complex situations of selected movement forms.
- 5-6.PE.1.1.3 Demonstrate beginning strategies for invasion, wall/net, fielding/striking and target games.

Standard 2: Movement Knowledge

Students use and apply movement concepts and principles to improve performance. Students transfer information between skills, and recognize and use basic offensive and defensive strategies.

Goal 2.1: Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Grade 6, students will be able to:

- 5-6.PE.2.1.1 Apply concepts, conditioning and practice principles to improve performance in specific settings and situations.
- 5-6.PE.2.1.2 Transfer information between skills.
- 5-6.PE.2.1.3 Identify and utilizes offensive and defensive strategies in different settings and situations.

Standard 3: Physically Active Lifestyle

Students participate in and out of class to improve and maintain an active lifestyle utilizing choices that are based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Grade 6, students will be able to:

- 5-6.PE.3.1.1 Participate daily in physical activities in and out of class to gain more control over the decisions affecting their everyday living. (Recommended by NASPE: At least 60 minutes and up to 2 hours per day with several bouts of physical activity lasting 15 minutes.)
- 5-6.PE.3.1.2 Recognize physical activity as a positive opportunity for social and group interaction.
- 5-6.PE.3.1.3 Seek personally challenging experiences in physical activity.
- 5-6.PE.3.1.4 Monitor and assess time spent in physical activities.

Standard 4: Personal Fitness

Students participate in moderate to vigorous activity in a variety of settings for longer periods of time. Students use health related fitness component information to assess and improve their overall fitness performance.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Grade 6, students will be able to:

- 5-6.PE.4.1.1 Participate in and monitor moderate to vigorous physical activity in a variety of settings.
- 5-6.PE.4.1.2 Modify strategies to achieve personal fitness goals.
- 5-6.PE.4.1.3 Work independently with minimal supervision to achieve personal fitness goals.

Standard 5: Personal and Social Responsibility

Students follow rules, procedures, safe practices, and utilize their time appropriately. Students demonstrate cooperative skills in competitive and non-competitive activities. Students show respect and seek to know more about the similarities and differences amongst others.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Grade 6, students will be able to:

- 5-6.PE.5.1.1 Take personal responsibility for adhering to rules, procedures, safe practices, and appropriate use of time.
- 5-6.PE.5.1.2 Work cooperatively in competitive and non-competitive activities.
- 5-6.PE.5.1.3 Respect and recognize the uniqueness and differences of oneself and others.

**IDAHO CONTENT STANDARDS
GRADE 7-8
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students demonstrate an increased competency in basic activity skills and are able to participate successfully in dance activities, outdoor pursuits and modified versions of invasion (e.g., basketball, soccer, football), wall/net (e.g., badminton, volleyball, tennis), fielding/striking (e.g., softball, baseball, cricket), and target (e.g., golf, archery, bowling) games and sports.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Grade 8, students will be able to:

- 7-8.PE.1.1.1 Demonstrate increasing competence and strategies in more specialized skills and in invasion, wall/net, fielding/striking, and target games through the use of modified games.
- 7-8.PE.1.1.2 Adapt and combine skills to meet the demands of increasingly complex situations.
- 7-8.PE.1.1.3 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport
- 7-8.PE.1.1.4 Display competence in a variety of rhythms and dance forms.
- 7-8.PE.1.1.5 Display competence in basic skills to participate in outdoor pursuits.

Standard 2: Movement Knowledge

Students exhibit more advanced knowledge and understanding exemplified through the application of movement and game strategies, critical elements of advanced movement skills, and the identification of characteristics representative of highly skilled performance.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Grade 8, students will be able to:

- 7-8.PE.2.1.1 Describe training and conditioning principles for specific physical activities.
- 7-8.PE.2.1.2 Identify the critical elements of movement concepts as they relate to performance.
- 7-8.PE.2.1.3 Explain and demonstrate game strategies for invasion, wall/net, fielding/striking, and target games.
- 7-8.PE.2.1.4 Observe and identify characteristics of highly skilled performance that enable success in an activity.

Standard 3: Physically Active Lifestyle

Students develop avenues of self-expression, self-confidence and self-esteem enhanced through challenge and social interaction as students discover renewed enjoyment through participation in a variety of physical activities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Grade 8, students will be able to:

- 7-8.PE.3.1.1 Participate in daily physical activities to enhance self-confidence by accomplishing personal goals.
- 7-8.PE.3.1.2 Explore a variety of new and challenging physical activities for personal interest, self-expression and social interaction in and out of the physical education class
- 7-8.PE.3.1.3 Establish personal physical activity goals that meet individual needs and enhance personal enjoyment.

Standard 4: Personal Fitness

Students improve, meet and/or sustain acceptable levels of health-related fitness components (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance) through participating in a variety of physical activities.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Grade 8, students will be able to:

- 7-8.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.
- 7-8.PE.4.1.2 Participate in a variety of health-related fitness activities in and out of physical education.
- 7-8.PE.4.1.3 Assess physiological indicators of exercise during and after physical activity.
- 7-8.PE.4.1.4 Apply basic principles of training to improve physical fitness goals.

Standard 5: Personal and Social Responsibility

Students voluntarily and cooperatively participate in physical activities with persons of diverse characteristics and backgrounds while demonstrating ethical behavior in sport and adhering to rules and procedures.

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Grade 8, students will be able to:

- 7-8.PE.5.1.1 Apply safety procedures when participating in all physical activities.
- 7-8.PE.5.1.2 Solve problems by analyzing potential consequences when confronted with a behavioral choice.

- 7-8.PE.5.1.3 Work cooperatively with a group to achieve group goals in competitive as well as cooperative settings.
- 7-8.PE.5.1.4 Willingly join others of diverse characteristics and backgrounds during physical activity.
- 7-8.PE.5.1.5 Recognize the role of sport, games and dance in modern culture.

**IDAHO CONTENT STANDARDS
GRADE 9-12
PHYSICAL EDUCATION**

Students are expected to know content and apply skills from previous grades.

Standard 1: Skilled Movement

Students develop the movement/physical skills needed to participate in physical activities at a competent or advanced level. Students, as competent movers, have the ability to independently and safely participate in an activity and maintain a level of continuity that makes participation enjoyable. Students have the ability to apply complex skills and strategies to consistent performance of a physical activity in a regulation form, rather than modified forms of the activity.

Goal 1.1: Demonstrate competency in motor skills and movement patterns needed in a variety of physical activities.

Objective(s): By the end of Grade 12, students will be able to:

- 9-12.PE.1.1.1 Demonstrate a competent skill level in three individual activities (e.g., dance, aquatics, gymnastics, golf, archery, skiing, in-line skating, backpacking, bicycling, disc golf, weight training, bowling).
- 9-12.PE.1.1.2 Demonstrate a competent skill level in two dual sports (e.g., tennis, badminton, pickleball, table tennis, racquetball, handball).
- 9-12.PE.1.1.3 Demonstrate a competent skill level in two team-related activities (e.g., soccer, softball, basketball, floor or field hockey, volleyball).

Standard 2: Movement Knowledge

Students have developed sufficient knowledge and ability to independently acquire new skills while continuing to refine existing ones. Students independently and routinely use a wide variety of increasing complex concepts. Students include application of concepts from disciplines such as motor learning and behavior, sport psychology and sociology, biomechanics, and exercise physiology.

Goal 2.1: Demonstrate understanding movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Objective(s): By the end of Grade 12, students will be able to:

- 9-12.PE.2.1.1 Know and understand pertinent scientifically based information regarding movement performance.
- 9-12.PE.2.1.2 Apply advanced movement-specific information to physical activity.
- 9-12.PE.2.1.3 Integrate discipline-specific knowledge to enable the independent learning of movement skills.

Standard 3: Physically Active Lifestyle

Students transfer what they have learned in physical education to the development and maintenance of a healthy lifestyle outside of class that includes daily participation in physical activity. Students choose between those activities that are and are not personally meaningful and accessible based on personal interests and capabilities.

Goal 3.1: Participate daily in physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Objective(s): By the end of Grade 12, students will be able to:

- 9-12.PE.3.1.1 Participate daily in physical activity both in and out of school settings.
- 9-12.PE.3.1.2 Analyze the personal benefits that result from participating in physical activity, both as individuals and with others.
- 9-12.PE.3.1.3 Analyze factors that influence personal physical activity patterns throughout life.

Standard 4: Personal Fitness

Students independently achieve, assess and maintain personal health-related fitness goals and are motivated to do so. Students utilize basic principles of training to design personal fitness and physical activity programs that encompass all components of health-related fitness. Components include cardio respiratory endurance, muscular strength and endurance, flexibility and body composition.

Goal 4.1: Achieve and maintain a health enhancing level of fitness.

Objective(s): By the end of Grade 12, students will be able to:

- 9-12.PE.4.1.1 Demonstrate health-related fitness by improving, meeting and/or sustaining gender and age-related fitness standards as defined by approved tests.
- 9-12.PE.4.1.2 Develop an appropriate physical fitness program, and apply appropriate technology to achieve and maintain physical fitness.
- 9-12.PE.4.1.3 Demonstrate an understanding that physical fitness is a part of a lifelong wellness program.

Standard 5: Personal and Social Responsibility

Students demonstrate the ability to initiate responsible behavior, function independently and positively influence the behavior of others in physical activity settings. Students demonstrate leadership by holding themselves and others responsible for following safe practices, rules, procedures and etiquette in all physical activity settings. They exhibit respect for individual similarities and differences through positive interaction among participants in physical activity. Students begin to understand how adult roles of work and family responsibilities affect their decisions about physical activity.

Goal 5.1: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of Grade 12, students will be able to:

- 9-12.PE.5.1.1 Initiate independent and responsible personal behavior in physical activity settings.
- 9-12.PE.5.1.2 Accept the responsibility for taking a leadership role and willingly follow, as appropriate, in order to accomplish group goals.
- 9-12.PE.5.1.3 Develop strategies for including persons of diverse backgrounds and abilities in physical activity setting.